Middle School Journal 2005-2006 Index

Topic Index

Achievement/Assessment/ High-Stakes Testing 5, 18, 33, 34, 36 Diversity/Heterogeneity/Equity 10, 11, 12, 14, 15, 23, 29

10, 11, 12, 14, 15, 23, 29 Faculty Collaboration 17, 36, 40

Home/School/Community Relations 36

Instructional Strategies 6, 7, 10, 11, 19, 22, 23, 25, 27, 32, 42 Interdisciplinary/Integrated Curriculum

Interdisciplinary/Integrated Currico 6, 9, 11, 12, 19, 22, 24, 30, 31 Literacy 30, 32, 42 Middle School Concept 1, 2, 3, 4, 8, 35, 36, 37, 38, 39

Middle School Leadership 16, 34, 36, 38, 41 Middle Level Research

1, 4, 5, 8, 17, 24 Middle School Teachers 16, 17, 40

No Young Adolescent Left Behind 9, 18, 26 Political/Social/Economic Context of Middle Level Education 1, 2, 3, 36

Reform/Program Revision 1, 2, 3, 4, 8, 35, 36, 37, 39, 41 School Climate

12, 14, 20 School Safety 14, 20

Special Needs Learners 10, 11, 13, 14, 15, 23

Teacher Preparation/Staff Development 21, 40 Standards-Based Curriculum 18, 22, 28, 29 Urban Schools 1, 2, 3, 5, 36, 37, 38, 39

Young Adolescent Characteristics/Needs 13, 14, 21

Articles are numbered consecutively. Numbers under the categories above indicate articles related to that topic.

Chronological Index

September 2005

- The Making of a New Urban Myth, Tom Erb, p. 2, 59.
- K–8 or Not? Reconfiguring the Middle Grades, Paul S. George, pp. 6–13.
- Grade Configurations for Educating Young Adolescents Are Still Crazy After All These Years, Hayes Mizell, pp. 14–23.
- How Effective Are K–8 Schools for Young Adolescents? C. Kenneth McEwin, Thomas S. Dickinson, & Michael G. Jacobson, pp. 24–28.
- The Effects of Small K–8
 Centers Compared to Large 6–8 Schools on Student Performance, Rodolfo Abella, pp. 29–35.
- Middle School Students Are Co-Researchers of Their Media Environment: An Integrated Project, Phyllis W. Bernt, Sandra V. Turner, & Joseph P. Bernt, pp. 38–44.
- Questioning Techniques of Fifth and Sixth Grade Reading Teachers, William P. Bintz & Lynne Williams, pp. 45–52.
- Grade Configuration and the Education of Young Adolescents, Vincent A. Anfara, Jr. & Alison Buehler, 53–59.

 Achieving Integration Out of Disintegration by Breaking Our Shackles, Tom Erb, p. 2, 30.

vember 2005

- Key Issues for Teaching English Language Learners in Academic Classrooms, Karen A. Carrier, pp. 4–9.
- Making Instruction Relevant to Language Minority Students at the Middle Level, Carla C. Johnson, pp. 10–14.
- It Takes an O'hana to Educate Young Adolescents in a Multilingual, Multicultural Society, Paul D. Deering with 21 co-contributors, pp. 15–21.
- Disaffiliated Boys: Perspectives on Friendship and School Success, Mary Jackman Sullivan & Penny A. Bishop, pp. 22–30.
- Let Us Not Forget to Support LGBT Youth in the Middle School Years, Norma J. Bailey, pp. 31–36.
- Understanding Chris to Teach Him More Effectively, Lynne Bailey, pp. 37–46.
- Is Teacher Leadership an Integral Part of Your School? Sally N. Clark & Donald C. Clark, pp. 50–55.
- 17. Teacher Views on Collaborative Review of Student Work, Nancy Flowers, Steven B. Mertens, & Peter F. Mulhall, pp. 56–60.

January 2006

- 18. The Ends Cannot Determine the Means: But *This We* Believe in Action Can Help, Tom Erb, p. 2.
- Harry Potter Casts His Spell in the Classroom, Christopher Witschonke, pp. 4–11.
- Bullying in Middle Schools: Prevention and Intervention, Amy Milsom & Laura L. Gallo, pp. 12–19.
- 21. Using Personal Memoirs of Early Adolescence To Prepare for Teaching in the Middle Grades, Penny A. Bishop & Garet Allen-Malley, pp. 20–29.
- Integrating Literacy, Math, and Science to Make Learning Come Alive, William P. Bintz, Sara D. Moore, Elaine Hayhurst, Rubin Jones, & Sherry Tuttle, pp. 30–37.
- Lessons on Effective Teaching from Middle School ESL Students, Ellen M. Curtin, pp. 38–45.
- 24. The Evidence for the Core Curriculum—Past and Present, Micki M. Caskey, pp. 48–54.
- Empowering Adolescents Through Critical Literacy, Karen D. Wood, Lina Soares, & Patricia Watson, pp. 55–59.

March 2006

- 26. Serious Distortions Are Affecting the Middle School Curriculum, Tom Erb, p. 2, 10.
- 27. A History Lab Environment in the Clarrsoom Brings the Standards to Life, Steven H. White, Joseph E. O'Brien, Art Smith, Dustin Mortensen, & Keil Hilleman, pp. 4–10.
- Recapturing the History Standards: Historical Inquiry in the Middle Grades, Joseph E. O'Brien & Steven H. White, pp. 11–16.
- Family and Consumer Sciences Delivers Middle School Multicultural Education, Barbara A. Clauss, pp. 17–24.
- Thematic Solutions Using Young Adult Literature to Increase Reading Comprehension, Jill Adams & John H. Bushman, pp. 25–29.
- Integrating Technology, Art, and Writing to Create Comic Books, Edwin S. Vega & Heidi L. Schnackenberg, pp. 30–36.
- Another Look at Roles in Literature Circles, Shelley Peterson & Michelle Belizaire, pp. 37–43.
- 33. Using Formative Assessments to Individualize Instruction and Promote Learning, Juliann M. Kaftan, Gayle A. Buck, & Alysa Haack, pp. 44–49.
- What Should Accountability Really Mean to School Leaders? Sally N. Clark & Donald C. Clark, pp. 52–58.

May 2006

- 35. Successful Middle Schools Only Exist With Strong Leadership and High Expectations, Tom Erb, p. 2, 20.
- Using Relationships, Responsibility, and Respect to Get from "Good to Great" in Memphis Middle Schools, Brenda Cassellius, pp. 4–15.
- 37. Extending Student Learning Opportunities in a 6–8 Middle School, Christine Waggoner & Lisa Cline, pp. 16–20.
- Learning Communities in 6–8 Middle Schools: Natural Complements or Another Bandwagon in the Parade? Jean A. Patterson with 16 co-contributors, pp. 21–30.
- 39. Asheville Middle School: A 6–8 Community of Conscience and Intellect, Laura Billings & Terry Roberts, pp. 31–39.
- Making Empowerment and Collaboration Part of the Lives of Highly Qualified Team Teachers, Allen Seed, pp. 40–44.
- 41. Courageous, Collaborative Leaders Confront the Challenges and Complexities of School Improvement, Pamela S. Angelle & Vincent A. Anfara, Ir., pp. 48–54.
- Motivation, Self-Efficacy, and the Engaged Reader, Karen D. Wood, Anne Tope Edwards, Patricia Hill-Miller, & Jean Vintinner, pp. 55–61.